

WORKSHOP REPORT

on

Child Centered Interactive Teaching and Learning Methodology

GRADE - V



January 22- 26, 2007

Organized by:
CHILDREN'S RESOURCES INTERNATIONAL, PAKISTAN

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OVERVIEW

Children's Resources International, Pakistan initiated its program in selected schools of Islamabad, Rawalpindi and Karachi District in 2002 with the mandate of improving the standard and quality of education in public schools. For achieving this goal, CRI Pakistan introduced research based interactive teaching and learning methodologies through public private partnership. The Memorandum of Understanding was signed with Federal Directorate of Education, City District Karachi and City District Rawalpindi to lay down the roles and responsibilities of each stakeholder for effective implementation of the program.

Keeping in view the challenges of education sector especially in lack of opportunities for the professional development and training of the teachers, CRI Pakistan started off the comprehensive teacher's training program. With the training of pre-primary teachers, CRI Pakistan had successfully trained the teachers till grade IV of its old partner schools. CRI so far had trained more than 1100 teachers and equipped 766 classrooms with active learning material benefiting 25,000 children.

CRI's intergenerational Family Literacy Program aims at imparting literacy skills to the illiterate parents, older siblings and grandparents, enabling them to help children completing their home work and improving their learning outcomes. Family Literacy Program has so far benefited more than 3000 parents in adult literacy skills.

Over the period of three years, a large number of changes had been observed in its partner schools. The teaching methodology had been completely transformed from teacher-directed to child-centered techniques. The children became active and part of decision making process regarding their learning. They became more confident, responsive and helping each other in their group activities. The classroom environment was changed from monotonous and tedious into vibrant, welcoming and interesting for the children. The drop out ratio had been decreased while the retention rate had been improved. Parents became partner in the learning process of their children.

After successful implementation of the program, Federal Directorate of Education which is one of the major stakeholders, requested to expand CRI's outreach to entire schools district of Islamabad Capital Territory.

CRI Pakistan has already trained the teachers of Grade I & II of 140 new schools included in phase- I of program expansion.

In next three years, CRI will provide 90 training sessions for five days to train more than 2500 teachers in interactive teaching and learning methodology. Equip more than 2700 classrooms with supportive material which will benefit around 130,000 families and children. Under program expansion, CRI will take child centered methodology till grade VIII. Family Literacy Program will also work with 110 more schools, benefiting more than 5,000 parents in the next three years.

CRI believes that a single educational strategy cannot be applied on all the students of different grades. As children move on to higher grades their needs and requirements changes. Especially, Grade V students who have to appear in centralized exams need different methodology and more attention. Therefore, CRI realizes the need to consult core group of teachers and heads from existing partner schools to identify the needs for Grade V training.

The Master Teachers Trainers of Islamabad and Karachi teams took training sessions. The contents of Grade V training included Overview and Philosophy, Morning Meetings, Mathematics, Science and Classroom Environment, Planning and Goals and Language Arts. The inclusion of project based learning made training session more informative for teachers.

PROCEEDINGS OF DAY – 1

Opening Activity

The training started with the registration of participants followed by recitation from Holy Quran.

The participants had to write their names on the given name tags along with an object that depicted their personalities. The Participants introduced themselves to the whole group at the end of this activity.

The trainer then shared a story titled 'Koi Baat Nahi'. The moral of the story was discussed with the participants that life becomes easy if we let go things. This activity led the session to begin with a new approach.



Session-I

Overview & Philosophy

The trainer shared that CRI's overview and philosophy was all about nurturing the child in best possible ways. Teachers were asked to work together to develop a child according to desired growth rate. For this they were shown a trio of tenants that are vital for our purpose.

This thought was followed by the idea of teaching children according to their individual abilities that is well known as 'Multiple Intelligences' concisely all nine parts were shared and description of each was discussed in order to make teachers known how to recognize them .



An activity was planned to help teachers find out these intelligences in children. Different assignments were distributed on eight tables and they were instructed to perform the given tasks accordingly. The tasks were from

social sciences keeping in view the relation of this activity with curricula. This activity was concluded with emphasis on freedom for choice making.

Session-II

Morning Meeting

The philosophy of Morning Meeting was discussed in detail as the teachers of grade – V was unfamiliar with the concept. The trainer also explained four components of Morning Meeting and why is it important to conduct it on daily basis. The trainer explained that it provides an opportunity for the children to work in groups, interact with each other and boosting their confidence. The trainer told the teachers that the sequence of components of Morning Meeting could be changed. It was briefed that teacher herself could be the best judge of the situation in which she works and tailors teaching accordingly.



Proceedings of Day – 2

Session-I

Morning Meeting

The trainer asked the participants to sit in the circle for Morning Meeting. The trainer related the Morning Meeting with science. In group activity, the participants were asked to write the names of planets included in our solar system. The participants appreciated the way Morning Meeting was conducted. They also shared that this is how they could introduce different concepts to children for their better understanding.



Session-II

Science

The trainer started the session by responding to the concerns in teaching science shared by participants in Morning Meeting. The trainer shared numerous examples how these issues could be resolved. The participants were satisfied with the explanation given by trainer. Teachers were told that one of the most important and pervasive goals of schooling is to teach students to think and science plays an important role in this regard as its concepts are based on hypothesis, observation, and experimenting.



Discussion moved on to activities that were designed according to age group of 11-12 years old child. The participants differentiated between color, shape and size of leaves. They shared their observations and recordings with the whole group.

**Observation
Formulating Hypothesis
Experiment**

Project Based Learning

Another breakthrough of the day was the introduction of PBL to grade V teachers as it was totally a new concept for them to relate to their teaching. Factors that are considered important in raising a child critically smart were specially discussed as the methodology aims at a child as independent learner



The trainer explained the benefits of project-based learning such as students learn to work in teams to explore real-world problems and create presentations to share their observation and view points with their class mates. The trainer explained that this pedagogy is far better and advance in terms of giving students an opportunity to learn by doing. It included:



- Deeper knowledge of subject matter.
- Increased self-direction and motivation.
- Improved research and problem solving skills.

The participants were then given tasks in groups and also presented their work to the whole group. Following were the topics for projects:

- Pollution
- Sound Energy
- Electricity Generation

Each group gave presentation of their work to the whole group.

Proceedings of Day – 3

Session-I

Morning Meeting

Morning Meeting is a powerful teaching tool for building community, increasing student investment, and improving academic and social skills. The session was started by morning meeting in which trainer shared a story to the participants and participants drew their imagination on a piece of paper. At the end of the activity each participants shared his/her pictures in the class. Participants appreciated the activity which is according to students' needs and interest. The trainer demonstrated participants how they can teach shapes in the class.



Session-II

Mathematics

In this session the trainer defined the importance of mathematics in our daily life. The trainer explained that teaching mathematics requires great sensitivity and perceptiveness. Students' preconception of math as difficult and abstruse is often their biggest stumbling block, and teacher should break down these mental barriers by providing alternative ways of looking at problems until the information "clicks."

The trainer stated that it has been observed that students appreciate a clear and sound explanation of a difficult concept, and experience the greatest growth when they have the chance to express themselves by asking any questions they might have and feel comfortable in class.

The trainer stressed that as teachers our role is to create safe atmosphere for learning that involves students and allows them to express themselves freely, but respectfully. The trainer asked participants to do brainstorming how they could use mathematics in everyday life. The feedback of

participants was as follows:

- Problem solving
- Budgeting money
- Time management
- Memorizing phone numbers or locker combinations.
- Estimating distances or weight.

The trainer explained that there are a variety of ways that people use math, depending on their profession and circumstances. Explaining this to a child is the first step to make him/her appreciate this valuable skill. The trainer also asked the teachers to spend extra time on the students who are weak in math. It will quickly become apparent to them that this subject is not useless and will start benefiting from their classes. Sometimes a child does not consider these skills as math, but there is a need to make them realize how to relate these processes with what they are learning in their mathematics class.

Group Activity

The trainer shared that math is used in almost all professions. The participants were asked to find out ways how math is used in the following professions:

- Chef
- Tailor
- Motor Mechanic
- Car painter
- Music

The participants shared list of ways math is used in the above mentioned professions. The trainer stated that if your child is surprised by this list then you can recommend that they research these or other careers they are interested in. This will help your child re - evaluate what careers they want to pursue and which skills they need to practice and learn. The critical task is to get your child to understand they do need to learn and use mathematics in their life. Participants performed different activities and defined the process of their working on mathematical problems in group

Project Based Learning

Growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Project-Based Learning is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance. Project-based learning is learner centered approach.

In the last session of the day, the trainer assigned participants a project in the group. Each group was excited to complete their given tasks. Participants discussed and shared ideas to collect the data and ways to present it. Each group presented their project at the end of activity.

The trainer also shared that students should have a significant contribution in selecting the content areas and nature of the projects they will do. The students should have clear understanding what they are doing, why it is important, and how they will be assessed. Indeed, students may help to set some of the goals for which they will be assessed and how they will be assessed over these goals. All of these learner-centered characteristics of PBL contribute to learner motivation and active engagement. A high level of intrinsic motivation and active engagement are essential to the success of PBL lesson.

Proceedings of Day – 4

Session - I

Morning Meeting

Morning Meeting was earlier defined as means to take class smoothly towards routine lessons. In this part of day participants sat in circle and they began greeting each other with the sharing of things that they know. It was then communicated that it is a way to help children enrich their vocabulary and it could be done in case of normal words by making and displaying words in form of wall. The four components of Morning Meeting were conducted in detail.



Session - II

Language Arts

Language arts session was typically planned to cater the needs of students. The trainer started the session with the use of mother tongue or any other second language opens doors for opportunities and its understanding enables individuals to become useful citizens in this global world.

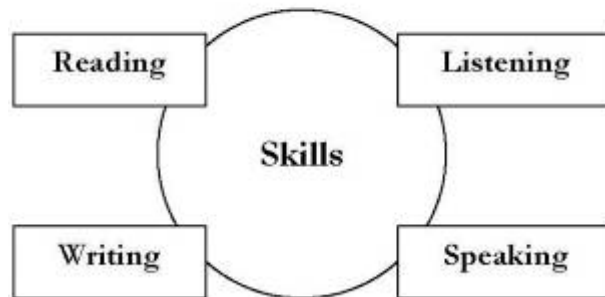
Focus of Grade V language Arts were both English and Urdu languages. The session unparticular revolved around how oral language is related to the application in acquisition of writing a language.

Previously, two basic skills of listening and speaking were talked about in detail therefore; focused areas this time were reading and writing.

Reading

Reading is the basic gizmo that helps to move ahead successfully to other phases of language Arts. It comprises of; Word Study, Literacy Terms, tall tales, Standard Urdu/English, Narrative text and Informational text,

Comprehension and Meta cognition. Knowledge of all these aspects of language makes it possible for learners to pen down their thoughts easily and fluently.



The trainer then shared the following types of readings with the participants:

- Read Aloud
- Guided Reading
- Shared Reading
- Independent Reading

Writing

Reading leads to writing, which open doors for a wide range of ways to express thoughts. Both reading and writing are interrelated; points that were broached up in this area were how to generate ideas for writing and working on them to produce a magnificent piece of work according to the age group.



The trainer stated that guiding children to smoothly begin and end a piece of writing is an art; a teacher should work upon different ideas and aspects to make it happen. Role of teacher in motivating children to be a better reader and writer were also emphasized and how could they be helpful in availing most benefits from learning.

Different topics were given to teachers and they were instructed to make

books using those topics. The concept behind this activity was to raise awareness amongst teachers how they could enhance writing skills of teachers.

Proceedings of Day – 5

Session-I

Classroom Environment

The last day of the training was started with session on classroom environment. The trainer asked participants to visualize the time when they were in their school and compare it with the situation persisting in these schools today. The participants visualized and shared the differences between school at present and past stage. The trainer highlighted the following areas to make learning environment more effective. The trainer then discussed the following features of classroom organization and management.

Classroom Organization and Management

- The classroom itself must be organized for flexibility and openness. There will be space for students to engage in a variety of activities, both independently and in small groups. Students are free to move as they need to, as long as they remain on task.
- When students work on different content, use different learning strategies, and create different products, the teacher takes on an altered role in the classroom. Presenting the curriculum to students is no longer the teacher's primary focus. Instead, she concentrates on creating and selecting learning opportunities for students, guiding them, and working with them to assess their progress.
- Giving students choices and allowing them to schedule their activities encourages independence and keeps students engaged (Feldhusen, 1993). It is recommended that students be allowed to choose what they want to work on at least part of the time. Students are still accountable for completing specific activities or demonstrating what they have learned within a certain period of time, but they choose when or how they will work.

The trainer shared that following strategies were helpful in organizing and managing the classroom for differentiated instruction:

- Using "anchor activities" that students can complete with little

supervision-tasks such as working on a portfolio-provides time for the teacher to work directly with other students.

- When students are working on different activities, it will be helpful to have instructions available for easy access.
- Teachers will also need to be sure that all students know how to get help when they need it, either by asking another student, going back to the directions.
- Involving the students in creating classroom procedures and rules and in organizing their time helps them to build important skills in, negotiating, and planning. It also ensures that students feel at home and involved in the classroom.

The trainer also discussed social and emotional climate in the classroom. A non threatening atmosphere is important for all students, including high ability learners. The foundation of a good learning environment is a feeling of safety and acceptance. Teachers help to create this atmosphere by modeling respect and care for all members of the classroom. Emphasizing every student's strengths is another important element of an effective atmosphere for learning. All students need to feel and recognize the value of the abilities and experiences of themselves and others.

Session- II

Planning and Goals

This part of training began with an interesting activity. It started off with the listing of community problems that participants were facing and how these issues could be resolved. The trainer discussed the following points in detail.

- **Set Goals** – it deals with what a person wants to have as a result of his/her effort
- **Time Measurement** – having a time span to evaluate progress of work
- **Planning** – stages of development

The trainer shared that life without planning and goal is like an endless road without a final destination to reach. Same is the case with unplanned teaching and learning. The trainer stated that pedagogy rather than technology is essential for planning well. The trainer gave presentation that

laid great emphasis on importance of planning in education. Detailed discussion was held about how to plan our lives both professionally and personally.

Participants were also shown the diagram of steps in planning. The trainer highlighted that each element is related to each other and outer forces that influence these steps to become successful.

Evaluation

Successes of Grade V Training

As a result of the evaluation overall, the factors found to have contributed to the success of the training were:

- A strong commitment to quality by the program team.
- Program team combined practical knowledge and skills with the latest research.
- The training was generally very successful in achieving their aims and participants were more definite to be child-focused after attending grade V training.
- Program team was experienced, inclusive and engendered good interaction with the participants.
- A variety of delivery methods including experiential, informative and self-reflective exercises were used.
- The venue was very acceptable and there were no complaints about that or the food.
- The workshop discussion was very informative which could help teachers to overcome difficulties of students learning.
- The participants recommend future training should focus different topics to help teachers in working together in the best interests of the child.

Closing Ceremony

Ms. Kulsoom Begum (ADO/NNT), Mr. Muhammad Zubair (PC, BE/Isb), Mr. Mansoob Siddique (Director Pvt Sch), Mr. Muhammad Hussein (DO Academic & Training, CDGK), Mr. Tariq



Fazal(Principal Maj. Ziauddin Sec.Sch) were present in the closing ceremony. The guests shared their views and gave away certificates to participants.

Agenda of Training

Day/Timing	Sessions	Responsible MTT
Monday 22nd Jan 07 8.30am -9.00 am	Registration	Bushra/Masooma
9.00am-10.30 pm	Opening Ceremony	Sadia
10.30am-11.00am	Tea Break	
11.00am-1.00pm	Overview & Philosophy	Sadia
1.00pm-2.00pm	Lunch	
2.00pm-4.00pm	Morning Meeting- Philosophy	Saira
Tuesday 23rd Jan 07 9.00am-9.30 am	Reflections	Sadia
9.30am-10.30am	Morning Meeting	Qurat
10.30am-11.00am	Tea Break	
11.00am-1.00pm	Science	Qurat
1.00pm-2.00pm	Lunch	
2.00am-4.00pm	Science Projects	Qurat/Bushra
Wednesday 24th Jan 07 9.00am-9.30 am	Reflections	Sadia
9.30am-10.30am	Morning Meeting	Naureen
10.30am-11.00am	Tea	
11.00am-1.00pm	Mathematics	Tayyabba
1.00pm-2.00pm	Lunch	
2.00am-4.00pm	Math Projects	Tayyabba/Naureen
Thursday 25th Jan 07 9.00am-9.30 am	Reflections	Sadia
9.30am-10.30am	Morning Meeting	Masooma
10.30am-11.00am	Tea Break	
11.00am-1.00pm	Language Arts	Saira
1.00pm-2.00pm	Lunch	
2.00am-4.00pm	Language art Projects	Saira/Masooma
Friday 26th Jan 07 9.00am-9.30 am	Reflections	Sadia
9.30am-11.00am	Learning Environment	Naureen
11.00am-11.30am	Tea	
11.30am-1.00pm	Planning and Goals	
1.00pm-2.00pm	Lunch/Friday prayers	
2.00am-3.00pm	Evaluation	Masooma
	Closing ceremony/certificate distribution	

Annex-II**List of Participants**

S. No	Names	School Name	Education
1	Rabia Ibrahim	CDGKS No.1 Lyari Town	BA BEd
2	Mahapara Rizwan	Lyari Town	MA MEd
3	Nuzhat Sultana	Major Akram Shaheed NNT 4	M.Sc. B.Ed
4	Hina Fatima	Chanessar Goth (GGPS)	B.A
5	Reshma Tabasum	CDGK 44	B.A
6	Nasim Akhter	GGPSIA Bhai School Gizri	B.A
7	Shahzadi	GGP Eck Eck School Zan Zana	BA PTC
8	Zeeta Joseph	Abdullah Shah Ghazi	BA PTC
9	Miss Rafat Shamin	CDGK Girls Elementry School No. 36	B.Ed.
10	Naheed Fatima	CDGK 5 lyari Town	BA PTC
11	Kishwar Sultana	CDGK 44	BA BEd
12	Abida Khatoon	CDCK No. 1	Matric PTC
13	Afshan Bhatti	Abdullah Shah Gazi School	Inter PTC
14	Mrs, Mussrat	Abdullah Shah Ghazi clifton	MA PTC
15	Iffat Ara	GGs Ibrahim School	Inter
16	Saima Mir Ghulam	Ibram Ali Bhai ghazi School	B.Ed
17	Qaiser Jehan	GG Prmary School No.1 School	Inter
18	Jamila Nasreen	GG Prmary School No.1 School	Inter CT
19	Najima Malik	ADOE lyari Town	MA BEd
20	Kishwer Sultana Yawar	Ghausia Boys Elementry NNTZ	BA BEd
21	Shasta Siddiqui	Ghausia Boys Elementry NNTZ	BA CT
22	Taj Bano Ramzan	Islima New Khadden	Matric PTC
23	Rukhsana Adam Ali	Shah Baig lane	MA CT
24	Najma Hussain	Islima New Khadden	Matric PTC
25	Farida G Hussain	Shah Baig lane	BA PTC
26	Salima Rashid	New Mission Road	Matric PTC
27	Taskin Bano Baghali	New Mission Road	Matric PTC
28	Nasima Shaheen	GG Intelligence I Kemerri Town	MA
29	Shehnaz Bibi	GG Intelligence I Kemerri Town	Inter PTC
30	Sultana Begum	ADO office N Nazimabad	BA BEd
31	Ruqayya Begum	GBPS No.1 Jaeob lines	BA CT
32	Sharifa Bano	CDGK No. 05	matric PTC
33	Imtiaz Begum	CDGK No. 03	Inter PTC
34	Parveen Akhter	CDGK No. 03	BA BEd
35	Muqddes	CDGK No. 03	Matric
36	Gulfreen	CDGK No. 05	BA CT
37	Sabra Sultana	GGE New Mission Road	Matric PTC
38	Salima Waheed	Choudry Rehmat Ali Boys Elementry School NNT16	MA PTC
39	Shad Asif	Choudry Rehmat Ali Boys Elementry School NNT16	BA BEd

40	Qaiser Bano	Major Akram Shheed Girls Elementry School 3	BA CT
41	Seemi Ahsan	Major Akram Shheed Girls Elementry School 3	CT Inter
42	kalsoom	GGP ack ack School	BA BEd
43	Aisha Kazi	GGP ack ack School	BA PTC
44	Ishrat Ara	GGP ack ack School	Matric
45	Yasmin Akram	Ibrahim Ali Boys Gizri	BA
46	Naila Anjum	CDGK G E S No. 28	Matric PTC
47	Syeda Fatima	Ghosia GES NNT 1	BA BEd
48	Khalida Parveen	GGPS Moosalan 3	Inter PTC
49	Khursheed Begum	GGPS Moosalan 3	Matric PTC
50	Shafi un Nisa	Geno Bai G Allama No I	BA PTC
51	Najmun Nisa	Geno Bai G Allama No I	BA PTC
52	Farat Sultana Hamidi	Ch. Rehmat Ali Girls Elementry School NNT15	MA
53	Ronaq Afroz	Ch. Rehmat Ali Girls Elementry School NNT15	BEd
54	Anwer Sultana	GGPS NO 1 PT	BA PTC
55	Syed Ahsan Raza	CDGK Girls E School No. 35	BEd
56	Shafi Ahmad	CDGK Girls E School No. 35	BA
57	Riaz Batool	CDGK Girls E School No. 28	Matic PTC
58	Miss naheed Akhtar	CDGK Girls E School No. 28	BA PTC
59	Sakina	Ghulam Rasol Balouch GGPS	BA PTC
60	Farida Naz	Ghulam Rasol Balouch GGPS	Inter PTC
61	Waheeda Bano	CDGK Girls E School No. 44	BA BEd
62	Tasleem Akhtar	GGPS Chemers Goth	BA CT
63	Khalida Parveen	GGPS Chemers Goth	BA BEd
64	Saira Bano	GGPS Jenu G Allama No. 1	BA PTC
65	Farana Kausar	SASEG School NNT 17	BA BEd
66	Shazia Akhter	Syed Ahmad Shaheed Boys Elemenentry School	BA CT
67	Habib Fatima	Syed Ahmad Shaheed Boys Elemenentry School	BA BEd
68	Wasim Fatima	Major Akram Shah School	Inter
69	Noor us Sabah	Major Akram Shah School	BA CT
70	Ishrat Sultana	Ghusia Elelmentry School NNT 1	BA BEd
71	Nasim Akhtar	Hassan Ali Haji Hoti GGP	Matric
72	Ashraf un Nisa	Hassan Ali Haji Hoti GGP	Matric
73	Gulnaz Mushtaq	kalri Zakri GGP School	
74	Nasreen Ibrahim	GGPS Kalri Zikri Zane	Inter PTC
75	Seem Akhtar	Singoo Lane No. 1Lyari Town	Matric PTC
76	Culshan Naz Faiz Mahmood	Singoo Lane No. 1Lyari Town	MA BEd
77	Asia Sultana	CDGK School No. 28	Inter PTC
78	Asia naz A Rasheed	GGPS New Mission Road	MA BEd
79	Nisrat	GGPS Singoo lane	Inter CT
80	Rakshanda Ahmad	Ghousia girls Elementry NNT 01	BA CT
81	Roshan Ara Begum	Ghousia girls Elementry NNT 01	Inter PTC

82	Parveen Kausar	Syed Ahmad Shaheed	BA
83	sajida Begum	GGES	Inter
84	Khaila	CDGK lyari Town	BA BEd
85	Riaz ud Din Danish	Boys NNT	BA BEd
86	Aisha Hingoro		BA BEd
87	Zamrad fatima	GGPS GR Balouch	Inter CT
88	Shaiza Aziz	GGPS Intelligence No. 1	Inter PTC
89	Rabia Ali	GGBS Ch Rehmat	Inter PTC